

Inspection report for early years provision

Unique reference number	210481
Inspection date	08/02/2011
Inspector	Dianne Sadler
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1988. She lives with her husband, who is also registered as an assistant, in the Tamworth area. The whole of the premises is used for childminding purposes and children have access to a fully enclosed garden for outside play.

The childminder is registered to care for six children under eight years at any one time. She is currently minding eight children in total, five of whom are within the early years age group.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools to take and collect children. She attends the local toddler group and takes children on local outings. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has a strong knowledge of their backgrounds, family circumstances, interests and capabilities. Children settle well in the setting and make good progress in their learning and development. She works effectively with parents and other providers to ensure each child's individual care and development needs are met well. All records and policies and most procedures are understood by all and effective in practice. The childminder understands her strengths and identifies suitable areas for development. She demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve her knowledge and understanding of the Local Safeguarding Children Board guidance regarding the procedures to be followed in the event of an allegation being made against the childminder or assistant
- use assessment to plan the next steps in a child's developmental progress towards all the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear commitment to safeguarding. She is confident with regards to the procedures she must follow if concerned about children's welfare. However, her knowledge with regards to the procedures to be followed in the event of an allegation being made against her or other adults in the

setting is more limited. The childminder is vigilant about safety issues. She keeps well-written risk assessments for all areas of the premises and for outings to ensure children are cared for safely. The childminder obtains all permissions for her practice.

The childminder works closely with parents and other providers and offers an inclusive service to ensure each child gets the support they need to make good progress. She provides parents with an informative 'parents' pack' and ensures they fully understand the policies and procedures within the setting. The childminder actively seeks the views of parents and older children which are recorded in written questionnaires. Parents comment on the homely, warm and safe environment which offers children plenty of educational toys. They comment on the regular trips children enjoy out in the community. Older children state that the childminder lets them have fun and takes them to 'cool places'. Some particularly enjoy playing with younger children.

The childminder provides a warm and welcoming environment which fosters children's sense of well-being. Children benefit from accessing a conservatory used as a playroom and good quality resources which supports their learning. The childminder ensures resources show positive images of diversity and plans experiences and activities which promote children's awareness of the wider world. For example, children enjoy attending the local school assembly in which they learn about the Caribbean. The childminder has developed effective systems to monitor and evaluate her service and has used a self-evaluation document to reflect on her strengths and areas for improvement. She has realistic targets to improve outcomes for children in the future. For instance, she has successfully obtained a grant to develop the outdoor play area and intends to provide more art and craft activities within the setting.

The quality and standards of the early years provision and outcomes for children

The childminder creates an environment which helps each child to feel safe and secure. Children practice the emergency evacuation procedures and tidy resources away after use. All children benefit from healthy and nutritious meals provided by parents and stored appropriately by the childminder. They enjoy meals such as home made stew for lunch and access drinks in their own individual beakers throughout the day. This helps to keep them well-hydrated. All children access fresh air and exercise daily when playing in the garden or going out into the community. For example, they enjoy visiting the garden centre and buy cucumbers to grow in the garden. Their physical skills are being developed well when attending the swimming baths or playing in the park. Planned outings increase their awareness of the world. For instance, they enjoy investigating a bluebell wood in spring and show great interest in a dead rabbit lying on the path in the park. This helps them to understand the circle of life.

The childminder observes children's development and records the information well in their development files. Observations are recorded using photographs, text and

examples of children's work. The childminder uses the information gained to assess children's learning and to identify their learning priorities. However, she is not assessing their learning towards all the early learning goals. This may compromise the progress some children make.

Children develop learning and social skills that equip them well for the future. They communicate well with the childminder and demonstrate growing literacy skills. For example, children enjoy selecting their favourite story books to read with the childminder. They confidently count the number of animals they see up to five and know the colour of the cat is orange. They benefit from exploring the alphabet in books. They confidently discuss a cobweb they see, speaking clearly and with confidence. Their learning is further promoted at this time as they link sounds to letters. For instance some children confidently name the first letter in both their own names and that of others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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